

# Preventing Pregnancy: Birth Control Methods

Grade 9-12, Lesson 10

## Student Learning Objectives

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The student will be able to ...

1. list three highly effective birth control methods.
2. describe at least one reason that birth control is important.
3. describe the benefits of any one method.

## Agenda

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1. Explain the lesson's purpose.
2. Lead a revised version of the Lesson 8 penny exercise to demonstrate the low risk of pregnancy when using a highly effective birth control method.
3. Have small groups study a method of birth control and write a commercial for it, using *Birth Control Fact Sheets* for reference.
4. Have small groups take turns performing their 2-minute commercial for the class, while the observers record two important points for each method on the *Commercial Watchers Worksheet*. Debrief after each commercial.
5. Conclude the lesson by discussing the "best method" as a class, encouraging students to support their opinion with medically accurate information.
6. Assign homework.

This lesson was most recently edited on 4/9/2014.  
Alternative formats available upon request.

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**Materials Needed**

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**Student materials**

- *Commercial Watchers Worksheet* (one copy per student)
  - *Individual Homework: Cultural Perspectives on Birth Control* (one copy per student)
  - *Family Homework: Talking about Birth Control Methods* (one per student)
- Reminder: The English version is on the last page of this lesson plan. You will find the *Family Homework* in English, Spanish, Russian, Chinese, Vietnamese and Arabic at [www.kingcounty.gov/health/flash](http://www.kingcounty.gov/health/flash) – click on “Parents & Guardians”.

**Classroom materials**

- 40 pennies
- Paper lunch bag, manila envelope or can to hold the pennies
- one dark permanent marker
- nine brown paper lunch bags
- four copies of each *Birth Control Fact Sheet*

**Classroom materials, optional**

- Samples of the birth control pill, Depo shot, emergency contraception, implant, male condom, Mirena (hormonal) IUD, patch and vaginal ring.
- It would also be useful to have samples of the birth control methods not covered in class, in case questions arise: Paragard (copper-T) IUD, diaphragm, female condom, Cycle Beads and spermicide (gel, foam, film, sponge). Methods that do not need samples include tubal ligation, vasectomy and withdrawal.
- To obtain a birth control teaching kit:
  - If you teach in King County, WA contact your local Public Health educator for a loaner kit. Go to: [www.kingcounty.gov/health/FLASH](http://www.kingcounty.gov/health/FLASH) (click on “find out about training here”)
  - Elsewhere, a very complete “deluxe birth control teaching kit” is available for \$220 Canadian from Sexuality Education Resource Centre Manitoba. Go to: [http://www.serc.mb.ca/SERC/content/dload/PrintableResourceOrderForm/file/at\\_download](http://www.serc.mb.ca/SERC/content/dload/PrintableResourceOrderForm/file/at_download)
  - Or contact your local public health family planning clinic or Planned Parenthood ([www.plannedparenthood.org](http://www.plannedparenthood.org)) to see if they have kits for loan or for sale.

**IMPORTANT:** If you borrow or purchase a birth control teaching kit, use the actual methods to prepare the nine bags of birth control information for the small group activity and to answer student questions (today or in Lesson 15). But use the *written* materials in this lesson plan, *not* those in the kit, which may be outdated, less focused, and at a much higher reading level.

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**Teacher Preparation**

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**Well in advance ...**

- Obtain a birth control kit, if possible (see above for a source).
- Update yourself on birth control method information.
  - Review the *Birth Control Fact Sheets* used in this lesson.

- For more in depth information, you can review the birth control brochure series by Public Health – Seattle & King County. They are downloadable at <http://www.kingcounty.gov/healthservices/health/personal/famplan/birthcontrol/brochures.aspx>.
- Other excellent websites with medically accurate birth control information include:
  - Association of Reproductive Health Professionals: [www.arhp.org/Publications-and-Resources/Patient-Resources](http://www.arhp.org/Publications-and-Resources/Patient-Resources)
  - Medline Plus, a service of the U.S. National Library of Medicine: [www.nlm.nih.gov/medlineplus/birthcontrol.html](http://www.nlm.nih.gov/medlineplus/birthcontrol.html)

**The day before the lesson ...**

- Get 40 pennies and mark one of them with a black dot. Put all pennies in a small container (e.g. paper lunch bag, manila envelope, can, etc.). If you use a different number of pennies to match your class size, mark one percent of them with a black dot. Be sure to collect the pennies at the end of class.
- Assemble bags with birth control information:
  - Label each of the 9 brown paper bags with the name of a birth control method: pill, patch, shot, male condom, emergency contraception, IUD, ring, implant, and withdrawal.
  - Make 4 copies of the entire set of *Birth Control Fact Sheets*.
  - Put 4 copies of a particular *Fact Sheet* into each labeled brown paper bag, along with a sample of that birth control method, if you have them.
  - For example, the brown paper bag labeled “male condom” would have 4 copies of the *Male Condom Fact Sheet*, along with a sample condom.
- Make enough copies of the double-sided Commercial Watchers Worksheet for each student to have one.

**Standards**

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**National Health Education Standard:**

- **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.  
**Performance Indicator 7.12.2:** Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

**Washington State Health Education Standard:**

- **Essential Academic Learning Requirement (EALR) 2:** The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.  
**Component 2.2:** Understands stages of growth and development.  
**Grade Level Expectations (GLE) 2.2.2:** Understands how to maintain sexual health throughout life.

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**Rationale**

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The FLASH curriculum includes birth control methods *and* abstinence in full lessons of their own, based on the effectiveness of both approaches<sup>1</sup> and a philosophical commitment to comprehensive sexual health education. Research has repeatedly shown that sexual health education, including teaching about birth control, does not cause teens to have sex sooner or more often.<sup>2,3,4,5,6,7</sup> Its only impact is preventative.

In this lesson, birth control is framed positively, with intention. Multiple teen pregnancy prevention studies demonstrate that having “more positive attitudes towards contraception, including condoms” and “perceiving more benefits of using contraception” are important protective factors against teen pregnancy.<sup>8</sup> Hence, in this lesson, students develop commercials to emphasize the positive aspects of birth control using medically accurate information. Students are not expected to memorize effectiveness rates, how each method of birth control works, or contraindications. If students should be interested in a prescription method at some point in their life, their medical providers will cover it. Embedded in the lesson are some boxes with information about why we only cover nine methods of birth control, including the IUD and withdrawal. We recommend you read these carefully.

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## Activities

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### 1. Explain the lesson's purpose.

*We are learning about birth control for three reasons:*

- *Odds are that some people in this class are already having intercourse, or will be in the next few years, and they need to know how to reduce the risk of unplanned pregnancy. By intercourse, we mean vaginal sex.*
- *Odds are that most people in this class (even those who are abstaining for now or who are gay or lesbian) will some day have intercourse, even if it's years from now. People often want to choose whether or not they have children, when they have children, and how many children to have, so they need to know about birth control in the meantime.*
- *And I want you all to be able to act as health educators for your friends and families.*

Alternatively, ask the class why they think we're doing a lesson on birth control, and draw out the main points above.

### 2. Lead a revised version of Lesson 8's (Deciding When to Become a Parent) penny exercise to demonstrate the *low* risk of pregnancy when using a highly effective birth control method.

Ask the class if they remembered the conclusion from the day before yesterday's penny exercise. (Answer: Almost every couple would get pregnant if they had sex for a year without birth control. It came to 85 pregnancies out of 100 couples.) *Let's do that exercise again, but this time, let's say that all of the couples were using a highly effective method of birth control, and they were being very careful to use it correctly, all year long.*

Once again, have each student pick one penny (no peeking for dots). Explain, like before, that each penny represents a couple who has had sex for a year. Ask the students with the dots on their penny to raise their hands and keep them up. There should be only one. Students don't need to move to different sides of the room. In the interest of time, the point can be made from their seats. However, if you have a longer period, getting up and moving can help reinforce the concept. Ask the group how this compares to the day before yesterday when the couples were not using birth control. (Answer: There are a lot fewer pregnancies in today's example, when the couples are using birth control. Only one!)

Point out that out of 100 couples, only one (or fewer) will get pregnant if they are using a very effective method, correctly, all year long.

### 3. Have small groups study a method of birth control and create a commercial for it, using the information in their brown paper bags for reference.

*We're going to shift gears and start learning more about the birth control methods themselves.*

Separate your class into 9 small groups. Assign each small group a method of birth control by handing them a labeled brown paper bag. Instruct them to study the method of birth control using the materials in the bag, and then write a two-minute commercial.

The commercial should include the main points listed on their fact sheet, but it does not need to include every detail about the birth control method. They can decide what to include. They should be ready to perform their commercial for the class.

While students are preparing, visit the groups to see if they need help understanding their method.

**Why only nine methods?**

This lesson focuses on a subset of birth control methods, rather than every method, in order to achieve sufficient depth in one class period and to achieve teen pregnancy prevention goals. We focus on these nine methods based on King County and national data on teen contraceptive use.<sup>9,10</sup> Female condom, though not included here, is addressed in STD and HIV prevention lessons.

We hope you will have information, samples, or reference material about all methods of birth control, including those that the lesson doesn't directly address, so you can answer questions when they arise. Medically-updated websites are suggested in the teacher preparation section of this lesson, which are intended for teacher background and for posting on the board for students who wish to learn about methods less commonly used by teens, such as sterilization, diaphragm, natural family planning and spermicides.

4. **Have small groups take turns performing their two-minute commercial for the class, while the observers record two important points for each method on the *Commercial Watchers Worksheet*. Debrief after each commercial.**

Ask each group to take turns presenting their two-minute commercial. If students ask why abstinence was not included, let them know that abstinence and birth control methods are each important enough that they each need an entire lesson to themselves.

As each small group performs their commercial, instruct the rest of the class to fill out the *Commercial Watchers Worksheet*. They will need to write down two important facts for each birth control method.

*When you watch each commercial, pay close attention. You'll need to write down two important points about the birth control method. You might write something like, "Very effective" or "Prevents pregnancy for 3 years" or "Makes periods better", depending on the method of birth control. If you're not sure, raise your hand after the commercial.*

**Why include the IUD?**

IUDs are now known to be safe and appropriate birth control for teens. They have been redesigned from those you may have taught about in the past. They are safe and effective for women who have been pregnant and those who haven't, including teens. Not only are they extremely safe, IUDs are among the most effective methods of birth control available; the hormonal ones (Mirena) are more effective than sterilization. They do not impair future fertility, and they do not increase the risk of STDs or HIV.<sup>11,12,13</sup>

Debrief after each commercial by emphasizing key points about the birth control method. You will also want to correct any misinformation, answer students' questions, and help

students see the method, if samples are available. Please note: Research indicates that it's important to create a positive perception of birth control methods.<sup>14</sup> Information about contraindications or specific health risks will be covered by medical providers, in the event that someone seeks out a particular method of birth control. The focus of this lesson is the *advantages* of each method.

**Why include withdrawal?**

Despite the physical challenges inherent in using withdrawal effectively, we include it because: withdrawal is more effective than previously thought and withdrawal is common among teens, free, and always available. In fact, when withdrawal is used correctly, experts calculate that only four percent of couples are likely to get pregnant in a year. Taking typical human error into account, 22% would get pregnant, which is comparable to the diaphragm, sponge and other spermicides.<sup>15</sup>

In contrast, over three times as many couples (85%) would get pregnant using no method for a year, making withdrawal *significantly* more effective than using nothing. It should also be noted that withdrawal reduces the risk of sexually transmitted diseases (STD) and the human immunodeficiency virus (HIV) by about half<sup>16</sup>, which is better than most other methods of birth control, excluding condoms.

In contrast to previous assumptions, research shows that most men's pre-ejaculate fluid contains no sperm, and that some men have a small amount of sperm into their pre-ejaculate fluid<sup>17</sup>, which may account for the 4% pregnancy rate in perfect use.

As you debrief the commercials, share these key concepts:

- **Using any one of these methods is much more effective than having sex without protection.**
- **All of these methods are very safe.**
- **All of these methods are well-liked by different people. That's why there are many choices.**
- **In Washington State**, teens can get birth control without anyone else's permission, including parents. It is confidential. This is true at all doctor's offices and clinics in the state. But students should know that if they use their parents' insurance, an explanation of benefits might go home noting the kind of service rendered. **If you are using this lesson outside of Washington State**, you can look up the laws on teens' access to birth control in your state: [www.guttmacher.org/statecenter/spibs/index.html](http://www.guttmacher.org/statecenter/spibs/index.html). Click on "Minors' Access to Contraceptive Services".

**5. Conclude the lesson by discussing the "best method" as a class, encouraging students to support their opinion with medically accurate information.**

Wrap up with the opinion question: *Based on what you learned today, what do you think is the best method of birth control for a sexually active, male-female couple?* There will be different opinions. Make sure they defend their answers with medically accurate information. This is a good opportunity to connect to the STD lesson by pointing out that using condoms PLUS another reliable method is an excellent way to prevent pregnancy *and* STDs.

Thank the class for their creativity in teaching each other about birth control, and point out that using any one of these methods is much, much more effective than having sex without any protection.

## 6. Assign homework.

- a. *Individual Homework: Cultural Perspectives on Birth Control*
- b. *Family Homework: Talking about Birth Control Methods*

Reminder: The English version is on the last page of this lesson plan. You will find the *Family Homework* in English, Spanish, Russian, Chinese, Vietnamese and Arabic at [www.kingcounty.gov/health/flash](http://www.kingcounty.gov/health/flash) – click on “Parents & Guardians”.

## Related Activities for Integrated Learning

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### CONSUMER SCIENCE: Which method is the best deal?

Separate students into small groups and have them rank the birth control methods in two ways: cost per year without insurance and effectiveness against pregnancy. For this exercise, students can use the “perfect rate” (the rate that reflects correct and consistent use) or the “typical rate” (the rate that reflects typical human error), as long as they use the same rate for all methods. This activity will involve internet research to find the birth control costs.

Ask each group to determine which method they think is the best deal. There will be differences among groups based on how highly they prioritize effectiveness. The goal is for them to articulate their conclusions based on accurate information and logical reasoning. Please remind students that all methods are available for free in Washington State for people who qualify, including many teens.

Suggested Resources:

- Effectiveness rates: Scroll to the bottom of this website by the Family Planning Program of Public Health – Seattle & King County, <http://www.kingcounty.gov/healthservices/health/personal/famplan/birthcontrol.aspx>. Click on “A Comparison of All Birth Control Method Effectiveness Rates” for a downloadable fact sheet.
- Birth control method costs: The average costs of the birth control methods can be found on the websites of the Association of Reproductive Health Professionals website (<http://www.arhp.org/methodmatch/>) and Planned Parenthood (<http://www.plannedparenthood.org/health-topics/birth-control-4211.htm>). On both websites, click on the individual method to find the cost.

### ART: Magazine Ads

This activity is meant to follow the student-created birth control commercials. Have the same small groups develop magazine ads on poster paper that visually convey the main point of their commercial.

Encourage creativity. It may be helpful to have a stack of magazine ads available for students to look at. Remind students that the ads can be geared to different age groups of adults (not just teens) and that they should not depict sexual activity.



Display the ads around the classroom and give students an opportunity to view them. The goal of this exercise is to further reinforce the positive aspects of birth control, particularly for visual learners.

# Birth Control Pill

## Fact Sheet\*

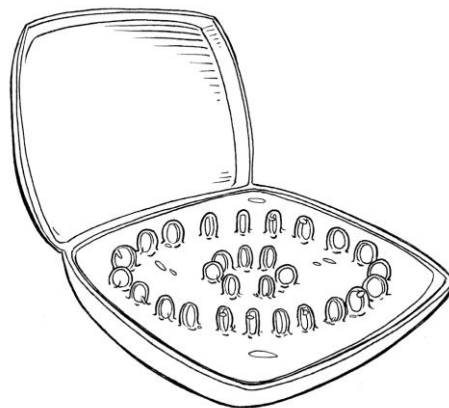
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### Main points:

- Very effective when used correctly
- Makes period cramps better
- Good for your health – for example, it helps prevent cancer of the ovaries and uterus, it makes bones stronger, and it helps acne

### More information:

- A woman takes the pill once a day to prevent pregnancy.
- It is made of hormones just like the ones that occur naturally in a woman's body.
- Birth control pills are very effective when used correctly.
- They are best for people who can remember to take a pill every day.
- They do not protect against STDs or HIV.
- The pill prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.
- The pill is very safe.
- A woman needs to go to a doctor to get started on the pill.



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\* Source: *Contraceptive Technology*, 19<sup>th</sup> revised edition, 2007.

# Depo Shot

## Fact Sheet\*

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**Main points:**

- Very effective when used correctly
- Convenient – only need to get a shot four times per year

**More information:**

- The Depo shot, also known as Depo Provera, is given into a woman's arm or hip every 3 months.
- It is made of a hormone, similar to one that occurs naturally in a woman's body.
- The shot is very effective when used correctly.
- The shot does not protect against STDs or HIV.
- The shot prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.
- The shot is very safe.
- A woman needs to go to a doctor to get started on the shot.



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\* Source: *Contraceptive Technology*, 19<sup>th</sup> revised edition, 2007.

# Implant

## Fact Sheet\*

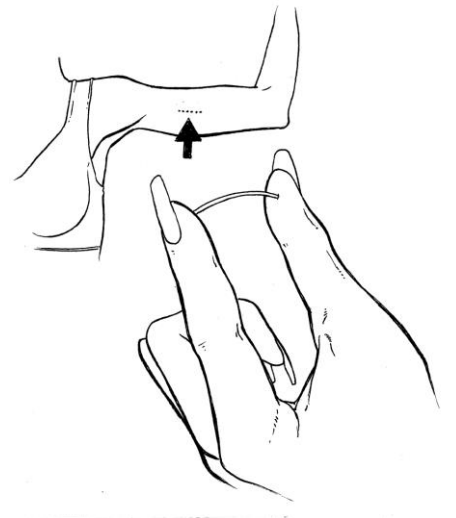
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**Main points:**

- The most effective method of birth control!
- Very convenient. Prevents pregnancy for up to three years

**More information:**

- The implant is a soft tube that goes under the skin in a woman's upper arm. It is very safe.
- It is made of a hormone, similar to one that occurs naturally in a woman's body. The hormone is slowly released out of the tube and into the woman's body.
- The implant is the most effective method of birth control.
- A woman can get pregnant as soon as she has the implant taken out.
- The implant does not protect against STDs or HIV.
- The implant prevents pregnancy mainly by making it hard for sperm to get into the woman's cervix and by preventing the ovary from releasing an egg each month.
- The implant is very safe.
- It only takes a few minutes for a doctor to insert the implant and to get it removed, and there are no stitches.



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\* Source: *Contraceptive Technology*, 19<sup>th</sup> revised edition, 2007.

# Male Condom

## Fact Sheet\*

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### Main points:

- Very good at preventing pregnancy, STDs, and HIV!
- One of the easiest birth control methods to get

### More information:

- Condoms are like very thin, very strong gloves, worn over the penis to catch semen.
- The condom is used by unrolling it over an erect penis.
- The tip of the condom should be squeezed to push out any air, so there is room for semen when the male ejaculates.
- Some people use lubricant (watery, slippery gel) on the outside and inside of the condom to make it feel better during sex.
- When the male pulls his penis out of his partner's body, he must hold the condom at the base of the penis, so it won't slip off and spill semen.
- The condom is used only once, and then thrown away.
- Condoms are very good at preventing pregnancy, STDs, and HIV when used correctly.
- Using a condom together with another birth control method gives even more protection against pregnancy, in case the condom breaks.
- Condoms come in vinyl or polyurethane if a person has a latex allergy.
- There is no age requirement to buy condoms.



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\* Source: *Contraceptive Technology*, 19<sup>th</sup> revised edition, 2007.

# Mirena IUD

## Fact Sheet\*

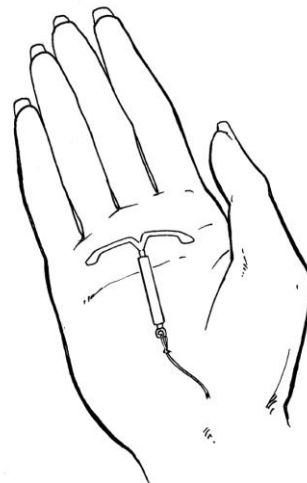
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**Main points:**

- Extremely effective
- Very convenient. Prevents pregnancy for up to 5 years

**More information:**

- The Mirena IUD is a small T-shaped object that goes inside the woman's uterus. It is very safe.
- It contains a hormone, similar to one that occurs naturally in a woman's body. The hormone is slowly released out of the tube and into the woman's body.
- The IUD is one of the most effective methods of birth control.
- A woman can get pregnant as soon as she has the IUD taken out.
- It does not protect against STDs or HIV.
- The IUD prevents pregnancy mainly by slowing down the sperm and making it hard for sperm to get into the woman's cervix.
- The IUD is very safe.
- A doctor puts the IUD in the uterus and takes it out. It goes in through the vagina, through a small tube. The sides of the "T" collapse into a skinny straight line when it goes into the body. It doesn't poke the woman's body.



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\* Source: *Contraceptive Technology*, 19<sup>th</sup> revised edition, 2007.

# Patch

## Fact Sheet\*

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**Main points:**

- Very effective when used correctly
- Convenient – only need to do something once per week

**More information:**

- The patch is a small, thin, beige-colored patch that sticks to a woman's skin.
- It has hormones just like the ones that occur naturally in a woman's body. The hormones are released into the woman's body through her skin.
- The woman puts on a new patch once a week, for 3 weeks in a row, and then has one week without a patch.
- The patch is very effective when used correctly.
- Women can still take showers, swim, play sports, and go in hot tubs with the patch.
- The patch does not protect against STDs or HIV.
- The patch prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.
- The patch is very safe.
- A woman needs to go to a doctor to get started on the patch.



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\* Source: *Contraceptive Technology*, 19<sup>th</sup> revised edition, 2007.

# EC (Emergency Contraception)

## Fact Sheet\*

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**Main points:**

- The only way to prevent pregnancy after unprotected sex!
- Good to have on hand, just in case.

**More information:**

- EC is a pill women take to prevent pregnancy after sex.
- The most common brands of EC are Plan B and Ella. EC is also known as the “morning after pill” and “emergency contraception.”
- EC is much more effective the sooner it is taken. It can prevent pregnancy if taken up to five days after intercourse.
- It prevents pregnancy by delaying or stopping the ovaries from releasing an egg.
- It does not cause an abortion. If EC doesn’t work, it will not harm the woman’s pregnancy.
- All brands of EC, except Ella, can be bought by men or women at the drug store without a doctor’s prescription.
  - The brand Plan B can be bought by people of any age without showing ID.
  - All other over-the-counter brands can only be bought by people who are at least 17 and show a picture ID. Since most people under 16 don’t have picture ID with their birthdate, they should call ahead to make sure the pharmacy carries the brand Plan B.
  - For more information about getting EC, go to [www.not-2-late.com](http://www.not-2-late.com).
- EC is very safe.
- It does not protect against STDs or HIV.



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\* Source: *Contraceptive Technology*, 19<sup>th</sup> revised edition, 2007.



# Vaginal Ring

## Fact Sheet\*

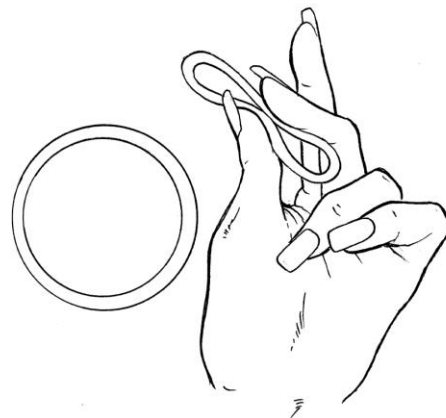
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### Main points:

- Very effective when used correctly
- Convenient – only need to do something once per month
- Very helpful for women with heavy or painful periods

### More information:

- The ring, also known as the NuvaRing, is a soft, plastic, flexible ring that's about two inches wide.
- The woman puts the ring inside her vagina, and it stays there for three weeks. It does not hurt and she should not be able to feel it.
- It has hormones inside similar to the ones that occur naturally in a woman's body.
- The ring is very effective when used correctly.
- It does not protect against STDs or HIV.
- The ring prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.
- The ring is very safe.
- A woman needs to go to a doctor to get started on the ring.



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\* Source: *Contraceptive Technology*, 19<sup>th</sup> revised edition, 2007.

# Withdrawal

## Fact Sheet\*

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**Main points:**

- Free and always available
- More effective than most people think, when used correctly

**More information:**

- Withdrawal is another word for pulling out.
- The male pulls his penis out of his partner's body before he ejaculates, making sure not to get semen near the woman's genitals.
- Withdrawal is very effective for men who can tell when they're about to ejaculate. It takes experience and a lot of self control to be able to pull out completely in time.
- Pre-cum is the fluid on the tip of the penis before the man ejaculates, also called pre-ejaculate. Studies show that some men's pre-cum does not contain sperm, and some men's pre-cum contains a small amount of sperm.
- Withdrawal lowers the chance of getting HIV and some STDs, but it does not fully protect against these infections.

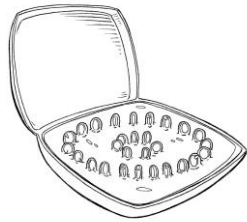
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\* Source: *Contraceptive Technology*, 19<sup>th</sup> revised edition, 2007.

# Commercial Watchers Worksheet

**Instructions:** As you watch each birth control commercial, write down two important points for each birth control method.

## Birth Control Pill



Important Points:

- 1.
- 2.

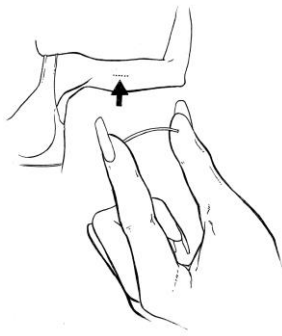
## Depo Shot



Important Points:

- 1.
- 2.

## Implant



Important Points:

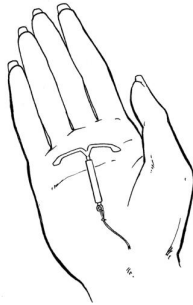
- 1.
- 2.

## Male Condom



Important Points:

- 1.
- 2.

**Mirena IUD**

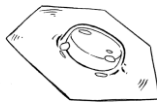
Important Points:

- 1.
- 2.

**Patch**

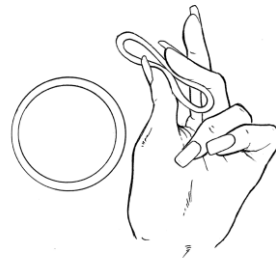
Important Points:

- 1.
- 2.

**EC  
(Emergency Contraception)**

Important Points:

- 1.
- 2.

**Vaginal Ring**

Important Points:

- 1.
- 2.

**Withdrawal**, Important Points:

- 1.
- 2.

# Individual Homework: Cultural Perspectives on Birth Control

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Research the beliefs about birth control from some part of your identity, for example culture, religion, country where you were born, or country your ancestors are from.

Some possible areas to research:

- Are birth control methods considered okay to use? If so, in what circumstances? For example, in marriage, for health purposes, after a certain age? etc.
- Is birth control considered more of a man or a woman's responsibility, or both?
- Are some birth control methods preferred over others?
- Does it seem like everyone in your culture / religion / country agrees about this, or is there disagreement?

Try an internet search using the term "birth control" (in quotes) and a religion or a country. A librarian can also help you find good sources of information, in books or online.

Write a one-page (300-500 word) paper about your research findings. Turn in your paper by \_\_\_\_\_. Include your name and class period at the top of the page.

# Family Homework: Talking about Birth Control Methods

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**All Family Homework is optional. You may complete an Individual Homework assignment instead.**

**PURPOSE:** This is a chance to share with one another some of your own (and your family's or your religion's) beliefs about sexuality and relationships. It will also give you a chance to get to know one another a little better.

**DIRECTIONS:** Find a quiet place where the two of you – the student and the trusted adult (parent, guardian, stepparent, adult friend of the family, best friend's parent, etc.) – can talk privately. Set aside about 10 minutes. During this time, please give full attention to one another ... no texting, watching TV and so on.

Now ask one another the following questions, with the understanding that:

- You are each welcome to say, "That one is too private. Let's skip it."
- What you discuss will not be shared with anyone else, even within the family, unless you give one another permission to share it.
- It's OK to feel silly or awkward, but it's important to try the homework anyway.
- We recommend that you take turns asking questions. When it is your turn to listen, really try to understand the other person's response.

**ASK THE ADULT:** Tell me about our family's, culture's or religion's beliefs about birth control.

**ASK EACH OTHER:** How do you personally feel about people using birth control to prevent pregnancy?



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## Family Homework: Birth Control Methods – Confirmation Slip

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**FOR FULL CREDIT, THIS HOMEWORK IS DUE:** \_\_\_\_\_

We have completed this Homework Exercise.

Date: \_\_\_\_\_

\_\_\_\_\_  
student's signature

\_\_\_\_\_  
signature of family member or trusted adult

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## References

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